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1908/9

 CITY
GRADED SCHOOLS

1908-9

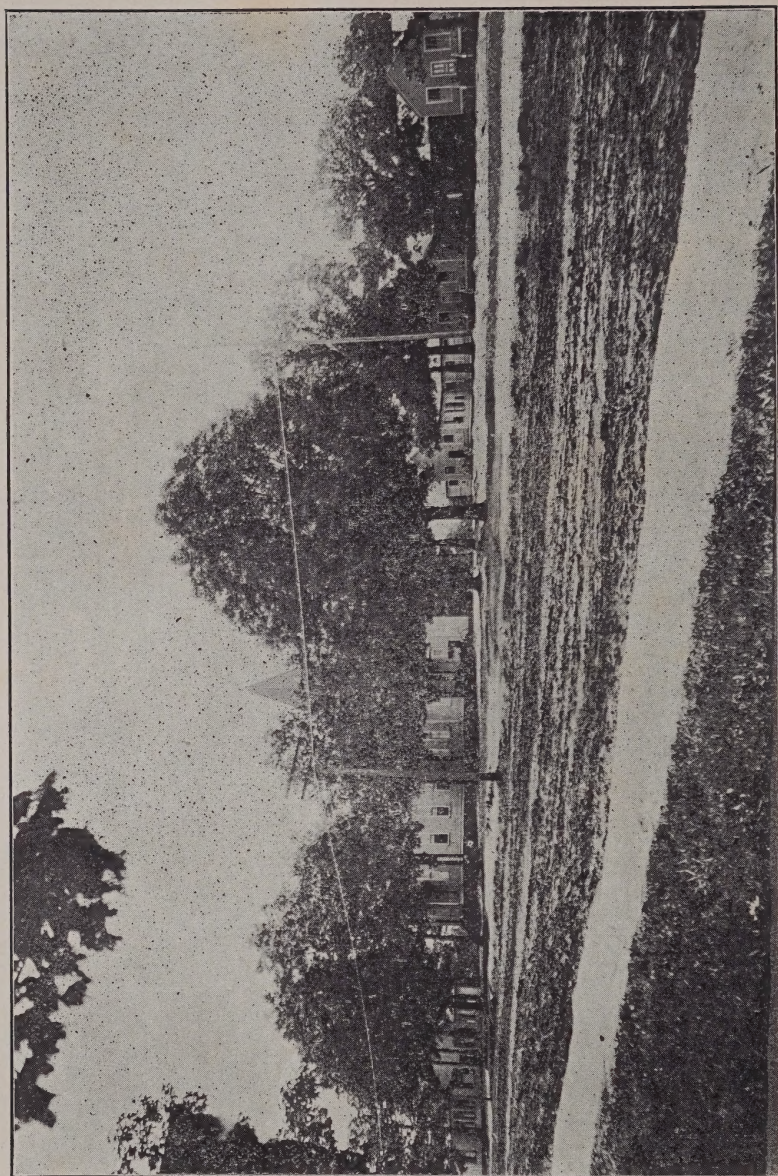
Blue
Blue
BURLINGTON, N. C.

1873
DETAILED
REPORT

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N&P
NC
(FURLINGTON)

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CITY GRADED SCHOOLS, BURLINGTON, N. C.

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HIGH POINT, NORTH CAROLINA

CITY
GRADED SCHOOLS

1908-9

BURLINGTON, N. C.

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Burlington

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Board of Education.

Officers.

| | | | | | | |
|------------|---|---|---|---|---|------------------|
| Chairman, | - | - | - | - | - | J. W. Cates |
| Treasurer, | - | - | - | - | - | Jos. A. Isley |
| Secretary, | - | - | - | - | - | Frank H. Curtiss |

Members.

| | | | | |
|-----------------------|---|---|---|----------------------------|
| B. R. Sellars, | - | - | - | Term expires June 30, 1909 |
| Jas. P. Albright, | - | - | - | Term expires June 30, 1909 |
| J. W. Page, | - | - | - | Term expires June 30, 1909 |
| S. M. Hornaday, | - | - | - | Term expires June 30, 1910 |
| J. W. Cates, | - | - | - | Term expires June 30, 1910 |
| Jos. A. Isley, | - | - | - | Term expires June 30, 1911 |
| T. S. Faucette, M. D. | - | - | - | Term expires June 30, 1911 |

Standing Committees.

Auditing:

S. M. Hornaday, B. R. Sellars, T. S. Faucette.

Buildings and Grounds:

S. M. Hornaday, T. S. Faucette, B. R. Sellars.

Fuel:

J. W. Page, S. M. Hornaday, Jas. P. Albright.

Finance:

Jas. P. Albright, B. R. Sellars, T. S. Faucette.

Sanitation:

S. M. Hornaday.

Regulations and Studies:

The Superintendent.

Board meets in the Mayor's Hall.

Regular Meetings—First Tuesday night of each month.

From April 1st to October 1st—Eight o'clock.

From October 1st to April 1st—Seven-thirty o'clock.

School Calendar 1909—1910.

Annual Session—Begins Monday, September 6, 1909.

Length of School Year in Days—180.

Holidays and Vacations—One day during the Alamance County Fair, Thanksgiving Day, February Twenty-second, Good Friday and Easter Monday. Two weeks during the holidays.

Annual Session—Closes Friday, May 27, 1910.

Daily Session—From 8:45 A. M. to 2:30 P. M., with one recess of ten minutes (10:30 to 10:40 A. M.) and one recess of thirty minutes 12 M. to 12:30 P. M.)

In Section B, First Grade, there are two divisions—Morning, 8:45 to 11:45, with one recess of ten minutes. Afternoon, 12:30 to 2:45.

In Section A, First Grade, there is one session from 8:45 A. M. to 1:45 P. M., with one recess of ten minutes (10:30 to 10:40 A. M.) and one recess of thirty minutes (12 M. to 12:30 P. M.)

Teachers' Salaries—Payable, by check, on the fourth Friday of each school month.

Teachers' Meetings—Meetings are called as often as necessary by the Superintendent or Principals.

Faculty Meetings are held by Buildings, or Departments, rather than as a whole. The Superintendent may call a meeting of all principals and teachers whenever he shall deem it necessary.

Faculty for 1908—1909.

FRANK H. CURTISS

Superintendent

MISS MERRIE VERSER

Principal of High School

MISS MARY A. CLARK

Principal of Grammar School

MISS B. EMMA PHIPPS

Principal of Primary School

MISS E. R. MCILWAINE

Supervisor of Vocal Music

High School Department.

F. H. CURTISS

Civics, Commercial Geography, Book-keeping and Commercial Arithmetic

MISS MERRIE VERSER

English and History

MISS MAUD MILLER

Mathematics

MISS JULIA B. GALLOWAY

Latin and Science

Grammar School

MISS MARY A. CLARK

Eighth Grade

MISS ANNIE G. WEBSTER

Seventh Grade

MISS MARY R. HENDRIX

Sixth Grade

CITY GRADED SCHOOLS.

MISS MARGARET P. MIZELLE

Fifth-Sixth Grade

MISS IOLA WHITE

Fifth Grade

MISS SUSIE STAFFORD

Fourth Grade

MISS MILDRED CUNNINGHAM

Fourth Grade

MISS GROVER WHITE

Third Grade

MISS LENORA FRANKS

Third Grade

 Primary School.

MISS HELEN LEIGH HALL

Second Grade

MISS MAMIE E. FONVILLE

Second Grade

MISS MAMIE E. BROWN

Section A, First Grade

MISS B. EMMA PHIPPS

Section B, First Grade

 Colored School.

W. H. HALL

Principal

W. H. HALL

Sixth, Fifth and Fourth Grades

F. G. HALL

Third, Second and First Grades

 LEONARD W. CLAPP

Janitor (White School)

Financial Report.

To the Board of Education,
Burlington, N. C.

Gentlemen:—I have the honor to submit herewith my seventh annual report of the receipts and disbursements of the various funds of the Burlington City Schools for the year commencing July 1, 1907, and ending June 30, 1908:

RECEIPTS.

| | |
|--|--------------------|
| Cash on hand July 1st, 1907..... | \$ 153.56 |
| Received from City of Burlington..... | 6,008.24 |
| Received from County of Alamance..... | 3,643.20 |
| Received from State of North Carolina..... | 2,000.00 |
| Received from Bills Payable..... | 2,000.00 |
| Received from Real Estate Account..... | 500.00 |
| Received from Tuition Account..... | 243.24 |
| Total | \$14,548.24 |

DISBURSEMENTS.

| | |
|---|--------------------|
| Paid on Library Account | \$ 20.00 |
| Paid Expense Account..... | 931.12 |
| Bills Payable..... | 4,300.00 |
| Discount and Interest..... | 253.16 |
| Superintendent's Salary | 1,500.00 |
| Salaries of Teachers..... | 5,471.88 |
| Salary of Janitor..... | 162.00 |
| School Furniture Account..... | 186.32 |
| Real Estate Account..... | 500.00 |
| Building Account, paid T. G. Nicholson..... | 150.00 |
| Balance on hand, July 1, 1908..... | 1,073.76 |
| Total..... | \$14,548.24 |
| Indebtedness: Bills Payable..... | \$ 3,700.00 |
| Open Accounts..... | 179.89 |
| Due from City..... | \$ 2,006.17 |

Respectfully submitted,

JAS. P. ALBRIGHT, Sec'y & Treas.

Explanation.—The school year does not end until June 30th, consequently a full financial statement for the session of 1908-9 can not appear in this report. The last full report (1907-8) is given above.

Statistical Report.

| | |
|---|-------------|
| Population of Burlington..... | 6000 |
| White males between 6 and 21 | 596 |
| White females between 6 and 21..... | 685 |
| Total white school population..... | 1281 |
| Colored males between 6 and 21..... | 72 |
| Colored females between 6 and 21..... | 82 |
| Total colored school population..... | 154 |
| Total school population [white and colored]..... | 1435 |
| White males enrolled..... | 420 |
| White females enrolled..... | 480 |
| Total white pupils enrolled..... | 900 |
| Colored males enrolled..... | 68 |
| Colored females enrolled..... | 121 |
| Total colored pupils enrolled..... | 189 |
| Total enrolment [white and colored]..... | 1089 |
| Average attendance of white males..... | 395 |
| Average attendance of white females | 448 |
| Total average attendance of white pupils [male and female]..... | 843 |
| Average attendance of colored males..... | 45 |
| Average attendance of colored females | 72 |
| Total average attendance of colored pupils [male and female] | 117 |
| Total average attendance [white and colored]..... | 960 |
| Per cent. of white school population enrolled..... | 70.2 |
| Per cent. of colored school population enrolled..... | 85 |
| Per cent. of white enrollment attending daily..... | 93.66½ |
| Per cent. of colored enrollment attending daily..... | 61.9 |
| Length of school years in days..... | 180 |
| Annual cost per pupil, based on enrolment..... | \$7.63 |
| Monthly cost per pupil, based on enrolment..... | \$.84½ |
| Annual cost per pupil, based on average attendance..... | \$8.65 |
| Monthly cost per pupil, based on average attendance..... | \$.96 |
| Average annual cost per pupil in all cities of 2000 population and over in the United States..... | 20.00 |
| Value of school property for whites..... | \$16,500.00 |
| Value of school property for colored..... | \$ 1,200.00 |



F. H. CURTISS,
Superintendent City Graded Schools.



B. R. SELLARS

Annual Report of the Chairman.

Hon. A. F. Barrett, Mayor, and Board of Aldermen,
Burlington, N. C.

Gentlemen:—I have the honor of submitting to you the eighth annual report of the Burlington City Schools.

Your attention is respectfully called to the report of the Secretary and Treasurer as published in this catalogue. I am of the opinion that a careful examination will convince you that such care and economy have been exercised at all times as have been consistent with maintaining the efficiency and high standing of our schools.

While the most rigid economy, consistent with the best interests of the schools, has been practiced at all times, nevertheless the continued growth of the school is constantly demanding additional expenditure of funds.

The very life of the school makes it necessary that there shall be no decrease in the annual appropriation which your honorable body has been making.

The growth of the schools has been very remarkable, and a source of gratification to the friends and patrons.

On September 1, 1901, the schools were opened for the first time with an attendance of three hundred and eighty-four pupils and a faculty consisting of the superintendent and eight teachers. On May 28, 1909, the present session closed with an enrolment of nine hundred pupils, and a faculty of eighteen teachers and the superintendent in the white schools, and one hundred and eighty-nine pupils and two teachers in the colored school—a total of one thousand and eighty-nine pupils and twenty teachers and the superintendent.

The above must convince you of the ever-increasing needs of our schools; and judging by your interest, co-operation and liberality in the past, we feel that we have no cause for apprehension regarding your loyal and liberal support in the future.

Respectfully submitted,

J. W. CATES,
Chairman of Board of Education.

Superintendent's Report.

To the Honorable Board of Education:

Gentlemen:—I have the honor to submit my report of the schools of this city for the school year of 1908-9, the eighth since their organization.

In this report it is my purpose to review briefly the history of the schools. You are familiar with the policy of these schools, and have been since their establishment, for several of the present board have been members since the schools were organized.

The first session began September 1, 1901, with an enrolment of 384 white pupils and eight teachers. Owing to the fact that a site had to be purchased and a building erected for the colored children, that school did not begin until December 16, 1901.

Each year the enrollment has steadily increased. This is especially true of the school for white children.

We close the present session with a total enrolment of 1089 pupils and a faculty of twenty teachers—900 white pupils, 189 colored; 18 white teachers, 2 colored—and a superintendent, whose time is largely given to the supervision of the schools—white and colored.

The growth of your schools must be a source of pardonable pride to you, as it is to your Superintendent. This growth applies not only to the increased enrolment, but to an increase of the faculty, to additional buildings and to a thoroughly graded and classified course of study. During the past year we have continued revising the course of study throughout the entire school, but we have paid especial attention to the work of re-classification in the primary and grammar grades, with the purpose of improving and strengthening the weak places, as shown by the past work, and more nearly adapting the work to the age and ability of the pupil. During the coming year, the entire course will be gone over, revised as far as necessary, and a synopsis, or outline, placed in the hands of the

teachers for trial. Here it will be subject to the most rigid review and criticism and such changes made as may be deemed necessary to the best interests of the school. The present course of study compares most favorably with the better class of educational systems of the United States.

It will be gratifying to you to know that we have already met all requirements of the Southern Association of Universities and Colleges, and are placed on the "Accredited List," so that our graduates are admitted, without examination, into any school in the above association, upon presentation of a diploma from this school.

Your Superintendent is now working on a manual on each subject taught and it is his intention to place a copy in the hands of each teacher. This will greatly unify the work and will give far better and more satisfactory results than could be secured otherwise.

It is most gratifying to report that, from the first, the discipline of the schools has been excellent, and improves each year. The discipline which prevails throughout has been most favorably commented on by the many prominent educators, and others who have visited us, as one of the strong and commendable features of the schools. The motto: "Do right because it is right" is the keynote of discipline and the inculcation of this principle has proved most satisfactory in every grade of the schools. So helpful and pertinent are the remarks upon this subject by a well-known city superintendent that I feel sure you will pardon an excerpt. He says: "The dominant idea in the establishment of public education is to prepare the child for good citizenship. Whenever the public school fails in accomplishing this it defeats the end for which it was created. One of the chief characteristics of good citizenship is a respect for the majesty of the law, and the child who is brought up in a well-disciplined school, as a rule, has the ability to conform in his actions to the necessary rules and laws of the community in which he lives. Another important reason for good discipline is the necessity for favorable conditions for work. No child has the right

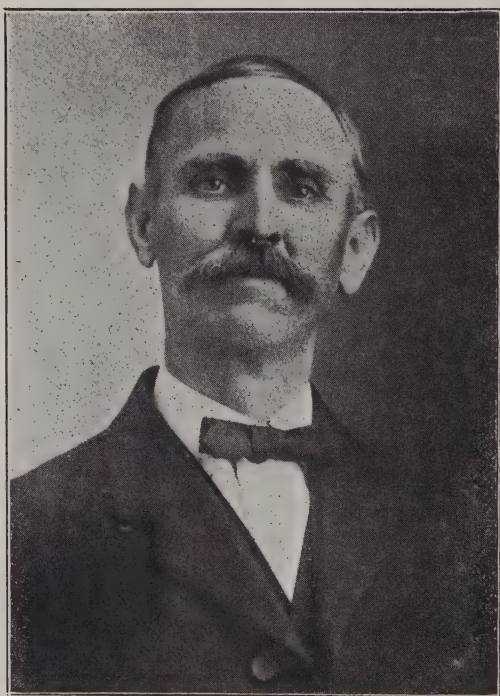
to disturb the school community in which he has come to live and work any more than his father has to act in a disorderly manner in the larger community. He has a right to be taught this in school as a part of his training for citizenship, and the teacher who fails to realize this is not yet prepared to undertake the great work of teaching; and the teacher who, realizing this important matter, yet is unable to accomplish it, should go out of the work—the sooner the better. The parent is also an important factor in the discipline of the school. Some parents, by their unjust criticism of teachers, are a continual menace to the good order of the school their children attend. If the school is to accomplish its purpose it must have the support of the parent.”

The statistics of school attendance in a city, or town, are usually watched with much interest because they indicate the appreciation in which the schools are held by the people, and also indicate whether the population is increasing or decreasing.

It is a matter for congratulation that the total enrolment of your schools has increased each year since they were established. In the white schools the average annual increase for the past eight years has been 77, while the average daily attendance shows a most gratifying increase. It is a question if any other city, or town, in the state can show a larger percentage of pupils of school age (6 to 21 years) in actual attendance upon the schools, or a larger average daily attendance. In this connection it may not be regarded irrelevant to remark that the question is being asked by school men all over the country: “What can be done to keep pupils in school until graduation?” This is especially true of boys. It is a question which has demanded the most serious consideration on the part of your Superintendent. He is pleased to state, however, that he believes, after careful investigation and comparison based upon the reports of many of the best city schools, the number of pupils who enter the high school department of this school will compare most favorably



JAS. P. ALBRIGHT



S. M. HORNADAY

with most schools. About 10 per cent. of the entire enrolment is to be found in the high school department and 12 per cent. of this enrolment is found in the graduating class, and that, too, notwithstanding the fact that we have a full twelve years' course of study. While it is a source of deep regret that a much larger number of pupils cannot be induced to remain in school until graduation, nevertheless it is gratifying to know that we are able to make so excellent a showing. It is gratifying also to note that the per cent. of those remaining in school until graduation is increasing each year.

It may be of interest to you to know that a very large proportion of those pupils who entered the primary grades eight years ago has continued, and will be found still in school, while those pupils who entered the grammar grades, or even higher, and who, in many instances, lacked thorough preparation in the primary studies, have become discouraged and have dropped out of school altogether. It is confidently expected, as the classes, who began in the primary grades, advance from grade to grade to the high school department, that the number of pupils remaining until the completion of the prescribed course of study will be largely increased.

The following statistics compiled by Chancellor W. W. Smith, of Randolph-Macon College. are so strongly suggestive and so pertinent that they are given in this connection with the earnest hope that parents will read them and, if possible, will make even greater efforts and sacrifices, if need be, to give their children the best possible educational advantages.

Chancellor Smith says:

"With a view to determining what effect education of the various grades has had on success in life, effort was made to ascertain the school training of Americans of more than local note in all lines of useful effort, and 7852 were thus educationally classified. According to the best estimate we can make from the latest census returns (1900), there are in the United States 40,782,007 persons over twenty-one years old. These are divided educationally as follows:

Class 1, without school training..... 4,682,498

Class 2, with only common school training.....32,862,951

Class 3, with common and high school training. 2,165,357

Class 4, with college and higher education added 1,091,301

"Now the question is, how many of the 7852 distinguished citizens of the United States referred to above came from each of these four classes?

The 4,682,498 of Class 1 furnish..... 31

The 32,862,951 of Class 2 furnish..... 808

The 2,165,357 of Class 3 furnish.....1245

The 1,071,201 of Class 4 furnish.....5763

"It thus appears:

"1st. That an uneducated child has one chance in 150,000 of attaining distinction as a factor in the progress of the age.

"2nd. That a common school education will increase his chances nearly four times.

"3rd. That a high school training will increase the chances of the common school boy 23 times, thus giving him 87 times the chances of the uneducated.

"4th. That the college education increases the chances of the high school boy 9 times, giving him 219 times the chance of the common school boy, and more than 800 times the chance of the untrained. From the nature of the case it cannot be claimed that these figures are exact, but they are based upon the most reliable government statistics and the necessary estimates have been made with care. It is also doubtless true that other circumstances contributed to the success of these college-trained men, but after all reasonable allowances are made the figures still force the conclusion that the more school training the child has, the greater his chances of distinction will be."

Your Superintendent recently sent a circular letter to each of twenty-nine of the representative graded schools of the state asking the following questions:

1. Length of school year in months?
2. Number of years in your school course?
3. Price of board per month for teachers?
4. Salary per month paid in each grade?
5. How are salaries paid—by voucher, warrant, check or cash?
6. Are salaries paid promptly at the end of each school month?
7. Does the length of time a teacher has been a member of your faculty in any way affect her salary?

Every section of the state was included in the schools to which this circular letter was addressed, so that, as far as North Carolina is concerned, a very impartial report has been made. The replies have all been carefully tabulated and form a most interesting and valuable document. It is very gratifying to state that by comparison your schools make a most favorable showing, and rank among the very first in the state.

You are especially to be congratulated upon the splendid financial management of your schools. Basing his statement upon all the information he has been able to obtain regarding graded schools in this state, as well as in other states, your Superintendent wishes to assure you that your schools are the only ones that have been established and maintained without one dollar's worth of bonds having been issued, or the town having been asked for one cent of assistance excepting the local tax of thirty cents on the \$100 worth of property and ninety cents on the poll. This is without a parallel and is conclusive proof that your administration has been conservative and judicious, and conducted on sound business principles.

In conclusion, your Superintendent desires to state that the present year has been the best and most satisfactory, taken as a whole, in the history of the school. This is due to several causes, some of which are: More thorough classification and careful gradation of pupils; more uniform discipline in every grade throughout the school, a most commendable school spirit of loyalty and earnest application to work, and last, but by far not the least, the previous seven years of honest, earnest, faithful efforts of teachers and pupils as a foundation upon which to build the present year's work. For all these things there is a most profound sense of deepest gratitude.

During the school year now drawing to a close, Death has three times entered our midst. A member of the Board of Education and two valued teachers have been called from the trials of this life to their final reward. Appropriate sketches of the deceased have been prepared

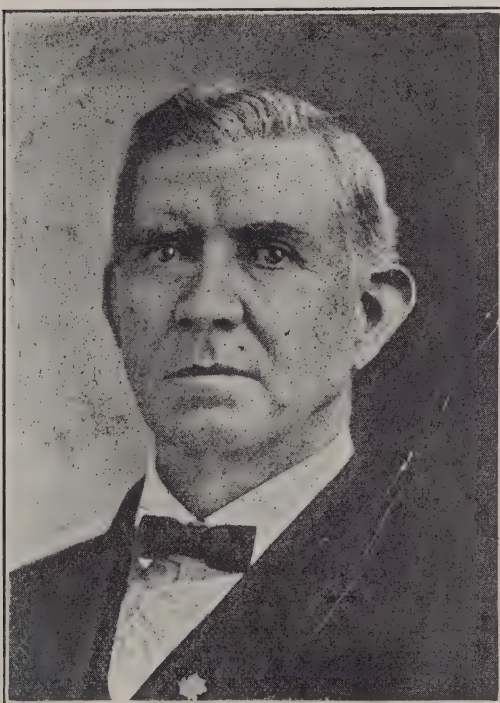
and will be found elsewhere in the catalogue. An unusual amount of illness of teachers has occurred and mild epidemics of whooping-cough, mumps and measles have interfered with the regular attendance of the pupils. Sunshine and shadow have quickly followed each other, and while our hearts have been made sad on account of sickness and death in our ranks, still we have cause for deep gratitude for innumerable mercies and blessings.

Perfection is never reached in this life. We realize that although we have accomplished many things in the years that are passed and gone, there are still far greater possibilities to be reached. We are pressing forward with greater zeal and stronger determination. Already the scope of the work is widening and the outlook is more encouraging than ever. Perhaps one of the most hopeful signs of the times is the deep and constantly growing interest in the necessity of education and the hearty co-operation of the patrons of the school.

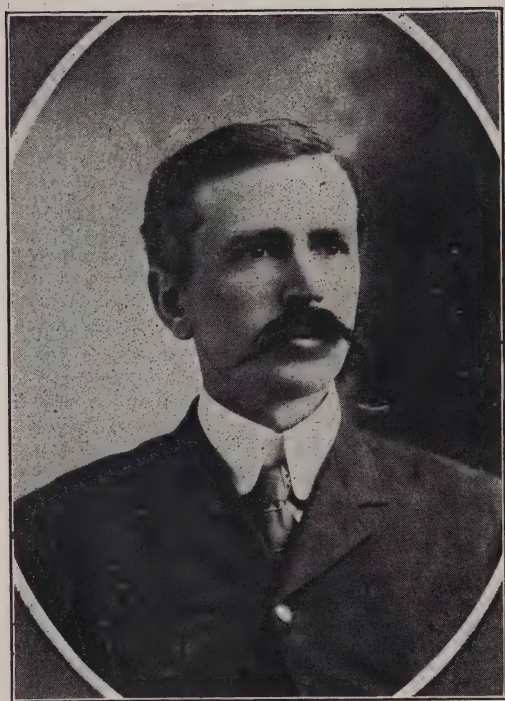
In closing, permit me to express my heartfelt thanks to the members of the Board of Education for their uniform courtesy and cordial co-operation, and loyal and intelligent support.

Respectfully submitted,

FRANK H. CURTISS,
Supt. Schools.



J. W. CATES



JOS. A. ISLEY

Course of Study.

First Grade, B.

Reading from Chart and Ward's Additional Primer (4 mos.) In connection with this work, thorough drill will be given in "Fifty-four Most Important Phonetic Sight Words" found on the Chart and in Ward's Additional Primer.

Supplementary Reading: Graded Classics, First Reader, and Stepping Stones to Literature, Book I (5 mos.)

Number Work: Milne, Book One, pages 1-37. (Book to be used by teacher only.)

Language: Work to be given orally. (See Manual.)

Nature Study: Work to be given orally. (See Manual.)

Spelling: Words selected from chart and readers.

Writing: Lessons from the board.

Vocal Music: Two lessons per week. Extra practice by grade teacher. (See Music Course.)

First Grade, A.

Reading: Ward's First Reader (4 mos.)

Supplementary Reading: Graded Classics, First Reader; and Stepping Stones to Literature, Book I (5 mos.) Thorough drill must be given in phonics.

Number Work: Milne, Book One, pages 1-37 (book to be used by teacher only.) Additional number work if advisable.

Language: Work to be given orally. (See Manual.)

Nature Study: Work to be given orally. (See Manual.)

Spelling: Words taken from the readers. A speller to be used by Section A the last three months of the session.

Writing: Lessons from the board.

Vocal Music: Two lessons per week. Extra practice by grade teacher. (See Music Course.)

Second Grade.

Reading: Ward's Second Reader (4 months.)

Supplementary Reading: Graded Classics, Second Reader; and Stepping Stones to Literature, Book II (5 months). Thorough drill must be given in phonics.

Number Work: Milne, Book One, pages 37 to 84. (Book to be used by teacher only.) Additional number work if advisable.

Language: Work to be given orally. (See Manual.)

Nature Study: Work to be given orally. (See Manual.)

Spelling: "A Spelling Book," pages 1 to 38.

Nature Study: Work to be given orally. (See Manual.)

Writing: Old North State Copy Book, No. I.

Vocal Music: Two lessons a week. Extra practice by grade teacher. (See Music Course.)

Third Grade.

Reading: Ward's Third Reader (4 months.)

Supplementary Reading: Classics, Old and New, Third Reader; and Stepping Stones to Literature, Book III (5 mos.) Thorough drill must be given in phonics.

Number Work: Milne, Book One, pages 84 to 189. Additional number work if advisable. Text-book in hands of pupils.

Language: Work to be given orally (see Manual). (4 mos.)

Text-book: "Language Through Nature, Literature and Art" to be used second session (5 mos.)

Geography: Maury's Elementary, pages 1 to 54. To be read and discussed in class, and to be supplemented with special work given by the teacher.

Nature Study: (See Manual).

Writing: Old North State Copy Book, No. II.

Spelling: "A Spelling Book," pages 38 to 76.

Vocal Music: Two lessons a week. Extra practice by grade teacher. (See Music Course.)

Fourth Grade.

Reading: Ward's Fourth Reader (4 mos.)

Supplementary Reading: Stepping Stones to Literature (5 mos.) Thorough drill must be given in phonics.

Number Work: Milne, Book One, page 189 to completion of book; reviewed and additional work given if advisable.

Language: Language Lessons from Literature, Book One, Part I, pages 1 to 135.

Spelling: Progressive Course in Spelling (Hunt). Sections I and II, Part One, pages 1 to 51.

Geography: Maury's Elementary, pages 54 to 94, with review of first 54 pages.

History: Stories to be given by the teacher and reproduced as composition work by pupils.

Writing: Old North State Copy Book, No. III.

Vocal Music: Two lessons per week. Extra practice by grade teacher. (See Music Course.)

Fifth Grade.

Arithmetic: Milne, Book Two, pages 1 to 167.

Language: Language Lessons from Literature, Book One, pages 139 to 263.

Spelling: Progressive Course in Spelling (Hunt), Section III, Part One, pages 52 to 80.

Geography: Maury's Elementary Geography, pages 94 to 134, and reviewed (4 months).

Maury's New Complete Geography. Begin with page 13 and go to Middle Atlantic States, page 44. (5 months.)

History: Montgomery's Beginner's American History (4 months). Use as a reader.

White's Elementary School History, completed and reviewed (5 months).

Reading: Carpenter's Geographical Reader, North America (5 months).

Writing: Old North State Copy Book, No. IV.

Vocal Music: Two lessons a week. Extra practice by grade teacher. (See Music Course.)

Sixth Grade.

Reading: Carpenter's Geographical Reader, South America (completed by February 1st, three lessons a week).

Carpenter's Geographical Reader, Europe (from February 1st to close of session, daily).

Arithmetic: Milne, Book Two, pages 167 to 278; work completed and reviewed.

Language: Language, Grammar and Composition, Book Two, pages 1 to 121, with review.

Spelling: Progressive Course in Spelling (Hunt), Section I, Part Two, completed and reviewed.

Geography: Maury's New Complete, pages 44 to 134, together with study of first 13 pages omitted in Fifth Grade, if advisable.

History: Hill's Young People's North Carolina History, completed and reviewed together with study of North Carolina Geography as given in Maury's New Complete Geography.

Physiology: Overton's Primary (completed by Feb'y 1st—two lessons per week alternating with Geographical Reader, South America.

Writing: Old North State Copy Book, No. V.

Vocal Music: Two lessons per week. Extra practice by grade teacher. (See Music Course.)

Seventh Grade.

Reading: Carpenter's Geographical Reader, Asia (three lessons per week, 4 months).

Carpenter's Geographical Reader, Africa (daily lessons, 5 mos.)

Arithmetic: Milne, Book Three, pages 1 to 192, and review.

Grammar: Language, Grammar and Composition, Book Two, Part I, pages 121 to 206, with review and composition work.

Spelling: Progressive Course in Spelling (Hunt), Section II, Part Two, completed and reviewed.

Geography: Maury's New Complete, pages 134 to 171. Complete and review by outlines the entire book.

History: White's United States School History. Completed and reviewed.

Physiology: Overton's Intermediate. (Completed by Feb'y 1st. Two lessons a week, alternating with Geographical Reader, Asia.)

Writing: Old North State Copy Book, No. VI.

Vocal Music: Two lessons a week. Extra practice by grade teacher. (See Music Course.)

Eighth Grade.

Reading and Composition: Literary Masterpieces, completed.

Arithmetic: Milne, Book Three, pages 192 to 344, completed and reviewed.

Grammar: Language, Grammar and Composition, Book Two, Part Two, pages 207 to 380, completed and reviewed. Special attention given to composition work.

Spelling: Progressive Course in Spelling (Hunt). Review Section II, Part Two, pages 113 to 139, and complete and review Section III, Part Two, page. 140 to 176. If advisable, take up the study of Word Analysis during the latter part of the year.

Physiology: Overton's Advanced (4 months).

Physical Geography: Maury's Physical, completed and reviewed (5 months).

History: Montgomery's Leading Facts of American History, completed and reviewed.

Vocal Music: Two lessons a week. Extra practice by grade teacher. (See Music Course.)

Ninth Grade.

Mathematics: Wentworth's School Algebra to Fractional Equations, pages 1 to 144.

Latin: Collar and Daniell's Beginner's Latin Book to Pronouns, pages 1 to 117.

English: First month spent in review work of Grammar by outlines. Elementary Composition (Webster).

History: Montgomery's Leading Facts of English History, completed.

Commercial Geography: (Tilden), completed with map drawing.

Vocal Music: Two lessons a week. Extra practice by grade teacher. (See Music Course.)

Tenth Grade.

Mathematics: Wentworth's School Algebra, pages 144 to 249.

Latin: Collar and Daniell's Beginner's Latin Book, retained for prose work and reference (three lessons a week).

Via Latina (Collar), [two lessons a week for 4 months].

Cæsar, Books I and II (5 months). [Collar and Daniell's Beginner's Latin Book, two lessons a week.]

English: Rhetoric (Text-book to be selected).

History: Montgomery's Leading Facts of French History (7 mos).

Myer's History of Rome (revised). Outline work given by teachers (two months).

Science: Hutchinson's Physiology and Hygiene (5 months).

Vocal Music: Two lessons per week. Extra practice by grade teacher. (See Music Course.)

Eleventh Grade.

Mathematics: Wentworth's School Algebra, pages 249 to 362, completed and reviewed during the year.

Latin: Cæsar, Books III and IV (4 months).

Bennett's Latin Grammar (two lessons a week)

Cicero—Four Orations Against Cataline (5 months).

Bennett's Latin Grammar for reference.

Daniell's Prose Composition (two lessons a week).

English: A Short Study of England's and America's Literature (Tappan).

Parallel Readings in English and American Classics. Special emphasis to be placed on "College Requirements—Required for Reading."

History: Myers' General History, pages 1 to 365.

Science: High School Physics (Carhart and Chute).

Vocal Music: Two lessons a week. Extra practice by grade teacher. (See Music Course.)

Twelfth Grade.

Mathematics: Solid Geometry (Milne) [4 months].

Plane Trigonometry, Wentworth (5 months).

Latin: Virgil's *Æneid*, Books I and II.

Bennett's Latin Grammar for reference.

Livy (Lord), Books XXI and XXII.

Bennett's Latin Grammar for reference.

Daniell's Latin Prose Composition (two lessons a week).

English: A First View of English Literature (Moody and Lovett).

Parallel Readings from English Classics. Special emphasis to be placed on "College Requirements for Study." Original work from pupils.

Vocal Music: Two lessons a week. Extra practice by grade teacher. (See Music Course.)

History: Myer's General History, pages 366 to 731, completed and reviewed.

Science: Davis' Physical Geography, completed and reviewed.

First Course in Biology (Bailey & Coleman).

Civics: [Lansing and Jones], completed and reviewed [4 months.]

Optional Course: Commercial course in place of "Twelfth Year Latin." [See "Commercial Course" and conditions.]

School Music Course.

First Grade—Section B.

Pitch: Sing scale and portions of scale from hearing it sung by teacher.

Rote Songs: Songs should have both words and music within the comprehension of the children.

Rhythm: Clapping, tapping, singing on one pitch with "la" or "loo."

Ear-Training: Sing scales and short groups after the teacher. Teacher sings with "la", class responds singing with syllables. Teacher sings measures and children tell whether there is *one* loud and *one* soft, or *one* loud and *two* soft in a measure.

First Grade—Section A.

Continue work of Section B, adding new groups of tones and new songs. Children mark on blackboard as the teacher sings, keeping with the music in marking.

Theory: Children learn to make notes, to place stems on notes, to place notes on lines and in spaces, and make *sharps* and *flats* to place on lines and in spaces.

Second Grade.

Continue work of previous grades. Teach G. Clef, bar line, measure, note, rest, sharp, flat, double bar, first line, second line, first space, second space, etc. on the staff.

Teaching songs suitable to the ages of the pupils is the most important part of this work. The best songs for children of this grade are those found in "St. Nicholas," "Songs of the Child World," etc. Great care is taken in training the child voice properly.

Third Grade.

Continue the work of the previous grades. Add supertonic and sub-median chords. Begin sustaining tones for two-part work.

Rhythm: Continue with singing, clapping and tapping measures. Children learn to write the measures on the blackboard, putting in

bar lines and deciding whether there are two or three counts in the measures sung.

Ear-Training: The children sing with syllables tunes sung by the teacher's using "la"; they also begin to write the same.

Theory: Begin to write sharps and flats in regular order, finding "do." Write one flat, one sharp, two flats, two sharps, tie, slur, hold, repeat.

Songs: Continue song-singing, the songs increasing in difficulty as the children develop ability.

Reading: Have the children read from the blackboard and from Natural Chart—Series B.

Fourth Grade.

Pitch: Continue work of Third Grade in pitch. Finish the Natural Chart—Series B; begin singing in minor mode; begin Primer, Modern Music Course.

Rhythm: Continue to study rhythm, increasing in difficulty. Add 4-4 and 6-8 measure. Learn the meaning of the figures.

Ear-Training: The children write the tunes sung by the teacher, and then sing for the teacher to write.

Theory: Find the "do" for all signatures, Da Capo, forte, piano, mf, sf and pp. Continue songs and two-part singing.

Fifth Grade.

Continue the work begun in the previous grades, increasing in difficulty. Finish the Primer; teach sight-singing.

Pitch: Begin sustaining tones for three parts. Practice minor mode. Learn "fi" and "te."

Rhythm: Continue the work, increasing in difficulty.

Ear-Training: Teach the children to write the new things from hearing.

Theory: Write the scales with different signatures; also "sol-fa-sol" and "do-te-la." Begin the study of "divided beat." Learn sharp 4 and flat 7; sing songs.

Sixth Grade.

Review the work of the Fifth Grade; begin the First Reader, Modern Music Course; sing two-part songs; learn the chords in Minor Mode. Continue tapping measures increasing in difficulty. Write the measures. Learn the following terms: Double, triple, quadruple, sextuple; understand "measure signatures" thoroughly.

Seventh Grade.

Review the work of the Sixth Grade, and finish the First Reader; review theory and begin writing in the Minor Mode; finish learn-

ing chords; study chromatic scale and other chromatics. Give exercises in writing major and minor scales and have their formation thoroughly taught. Continue the subject of rhythm and ear-training and elaborate upon the same.

Eighth Grade.

Review all new points taught in the Seventh Grade; begin the Second Reader; write minor scales, chromatic scales and all chromatics. Continue ear-training in pitch and rhythm, writing the work in books; sing two-part songs and use Codas.

Ninth Grade.

Finish the Second Reader; write triads; sing two- and three-part songs. Continue ear-training, sight-singing and theory so that the foundation for the study of harmony is thoroughly laid.

Tenth Grade.

Review all new points taught in the Ninth Grade. Continue songs in two- and three-part time and teach four-part time if possible. Teach the reasons for the formation of scales; also the marks of expression are taught at the proper time in all grades. Everything that arises in the printed music used should be taught and explained in this grade.

Eleventh and Twelfth Grades.

Give chorus work such as is done in high and normal schools. The proper production of tone, care of the voice, so that students may sing with a pure tone, true intonation and also express the meaning of the songs, should be taught from the first grade through the twelfth.

In teaching chorus work use Codas, Beacon Series, Natural Music Leaflets, Schirmer Octavo, etc., etc.

Text Books in Use.

Primary and Grammar Departments.

Reading—

Additional Primer, Ward.

Rational Method in Reading, 1st Reader, Ward.

“ “ “ 2nd “ “

“ “ “ 3rd “ “

“ “ “ 4th “ “

Graded Classics, 1st Reader, Haliburton.

“ “ 2nd “ “

Classics—Old and New, 3rd Reader, Alderman.

Stepping Stones to Literature, 1st Reader, Arnold.

“ “ “ 2nd “ “

“ “ “ 3rd “ “

“ “ “ 4th “ “

Carpenter's Geographical Reader, North America.

“ “ “ South America.

“ “ “ Europe.

“ “ “ Asia.

“ “ “ Africa.

Literary Masterpieces, Houghton, Muffin & Co.

Spelling—

“A Spelling Book,” Foust & Griffin.

Progressive Course in Spelling, Complete, Hunt.

Work Analysis [to be selected].

Writing—

Old North State Copy Book, Nos. I to VI.

Vocal Music—

Normal Music Course, Tufts and Holt.

Arithmetic—

Milne's Progressive, Books 1st, 2nd and 3rd.

Language—

Language Through Nature, Literature and Art.

Language Lessons from Literature, Book I, Webster-Cooley.

Language, Grammar and Composition, Book II, Webster-Cooley.

Geography—

Maury's Elementary Geography.

“ New Complete Geography.

“ Physical Geography [revised].

History—

- Young People's History of North Carolina, Hill.
- Elementary School History, White.
- School History of United States, White.
- Montgomery's Beginner's American History.
- “ Leading Facts of American History.

Physiology—

- Primary Physiology, Applied, Overton.
- Intermediate Physiology, Applied, Overton.
- Advanced Physiology, Applied, Overton.

High School Department.

Mathematics—

- Commercial Arithmetic, Moore.
- School Algebra, Wentworth.
- Plane Geometry, Milne.
- Solid Geometry, “
- Plane Trigonometry, Wentworth.

English—

- Elementary Composition, Webster.
- Rhetoric [Text to be selected].
- A Short Study of England's and America's Literature, Tappan.
- A First View of English Literature, Moody and Lovett.

History—

- Leading Facts of English History, Montgomery.
- “ “ French “ “
- A Short History of Rome, Myers.
- General History, Myers.

Science—

- Commercial Geography, Tilden.
- Physiology and Hygiene, Hutchison.
- Physical Geography, Davis.
- High School Physics, Carhart and Chute.
- First Course in Biology, Bailey-Coleman.

Latin—

- Beginner's Latin Book, Collar and Daniell.
- Via Latina, Collar.
- Cæsar, Lowe and Ewing.
- Latin Grammar, Bennett.
- Select Orations from Cicero, D'Ooge.
- Latin Prose Composition, Daniell.

Virgil's *Æneid*, Greenough and Kittredge.
Livy, Books XXI and XXII, Lord.

Civics—

Government, Lansing and Jones.

Vocal Music—

Normal Music Course, Tufts and Holt.



High School Graduates.

Class of 1904.

Lillie Dale Patterson,
Cora Lee Anderson,
Rosa Lee Patterson.

Class of 1905.

| | |
|------------------------------|--------------------------------|
| <i>Nina Fleetwood Holt,</i> | <i>Elizabeth Walton Todd,</i> |
| <i>Lola Jeanette Lasley,</i> | <i>Elizabeth Lone Zachary,</i> |
| <i>Daisy Loretta Ross,</i> | <i>Joseph Henry Robertson.</i> |

Class of 1906.

| | |
|----------------------------------|--------------------------------|
| <i>Cecelia Hatrick Bason,</i> | <i>Helen Leigh Hall,</i> |
| <i>Bertha Ione Cates,</i> | <i>Ada Pearl Seymour,</i> |
| <i>Sallie Byrde Dailey,</i> | <i>Donald Barrett Isley,</i> |
| <i>Nettie Estelle Dailey,</i> | <i>John Wayne Lasley, Jr.,</i> |
| <i>Hattie Cleveland Hawkins,</i> | <i>Ralph Kerr Lasley.</i> |

Class of 1907.

| | |
|----------------------------------|---------------------------|
| <i>Hazel Patterson Albright,</i> | <i>Mabel Isley,</i> |
| <i>Elizabeth Bason,</i> | <i>Ola James,</i> |
| <i>Margaret Freeman,</i> | <i>Bettie Vann Ward,</i> |
| <i>Mary Foster,</i> | <i>Dorsey Bradshaw,</i> |
| <i>Beulah Foster,</i> | <i>Russell A. Garvin,</i> |
| <i>Elon Heritage,</i> | <i>Cary Isley.</i> |

Class of 1908.

| | |
|-----------------------------|-------------------------------|
| <i>Ruth Roney Albright,</i> | <i>Cora Laird Isley,</i> |
| <i>Verna Lee Cates,</i> | <i>Lula Mae Kagey,</i> |
| <i>Fannie Elma Clapp,</i> | <i>Flossie Mae McPherson,</i> |
| <i>Grace Clapp,</i> | <i>Mary Juanita Ross,</i> |
| <i>Annie Lee Holt,</i> | <i>Nina Lee Seymour,</i> |
| <i>Blake Elliott Isley.</i> | |

Class of 1909.

| | |
|-----------------------------|-------------------------------|
| <i>Wilsie Kate Greeson,</i> | <i>Dallie Lala McPherson,</i> |
| <i>Mabel Cannady Ellis,</i> | <i>Nona Belle Moore,</i> |
| <i>Sadie LeNoir Long,</i> | <i>Ada Belle Isley,</i> |
| <i>Pearle Fogleman,</i> | <i>Arthur Gordon Curtiss,</i> |
| <i>Cecile Gradie Holt,</i> | <i>John Franklin Lynch.</i> |

Rules and Regulations of the School.

Duties of the Superintendent.

1. The Superintendent is the executive officer of the Board of Education. He shall act under their advice and direction, and shall devote himself exclusively to the duties of his office.

2. He shall see that all rules and regulations prescribed by the Board are faithfully executed.

3. He shall attend all meetings of the Board, and, when requested, those of standing committees.

4. He shall keep himself informed regarding the instruction, discipline, organization and management of schools in other places, and from time to time suggest appropriate means for the advancement of the schools of this city.

5. He shall have authority to suspend pupils for violation of rules or for misconduct.

6. He shall call such teachers' meetings, general or special, as he may deem necessary for the purpose of giving instruction or direction to the principals or teachers in the discharge of their duties, for the discussion of methods of teaching and systems of school government, and to secure uniformity in grade work and in the discipline of the schools.

7. He shall report the condition of the schools under his charge at the regular meetings of the Board, and make such recommendations as may seem necessary.

8. He shall send to the Board annually a written report giving the condition of the schools as shown from the statistics of teachers' reports, and an account of his own labors, with such suggestions as may seem important.

9. He shall visit each room as often as possible, note the character and spirit of the work of the teacher and pupils, and make such suggestions to either as will promote the best interests of the schools.

10. He shall devise and report to the Board a system of blanks for records, have charge of their distribution to teachers and principals, and prescribe rules for keeping the same.

11. All directions to scholars or teachers, from the Board, shall be communicated through the Superintendent.

12. He shall assign teachers to their appropriate positions in the schools, and make such changes in positions as are for the best interests of the schools.

13. He shall conduct, or authorize, all examinations for admission or promotion.

14. He shall make and enforce such rules and regulations as he may deem conducive to the best interests of the schools, subject to the approval of, and not in conflict with, the general rules of the Board.

15. He shall receive and file all applications for positions as teachers in the schools, and shall recommend to the Board the election of such applicants as, in his judgment, are best qualified to fill the positions.

Duties of the Principals.

1. Principals are in all matters pertaining to their work subject to the direction of the Superintendent.

2. It shall be their duty in every way to co-operate with the Superintendent in the management of the schools and to be governed by all the rules as far as applicable to them as teachers.

3. It shall be their duty to examine and assign new pupils to their proper rooms and classes, and to report the same to the Superintendent.

4. It shall be their duty to have general supervision of the grounds, buildings and furniture of their respective buildings, or schools, and to have charge of the pupils during the recesses, calling upon the teachers for any assistance and assigning them to any duties in relation thereto, that may be necessary to secure proper order and deportment.

5. Whenever, for any cause, a grade shall be dismissed before the usual hour for closing, it shall be the duty of the principal to report the same *at once* to the Superintendent, with reasons for such dismissal.

6. It shall be their duty to make such reports to the Superintendent regarding the condition of the work of the schools as the Superintendent may require.

7. It shall be their duty to notify the teachers under their supervision of such changes in the regulations as may concern them.

8. It shall be their duty to furnish the Superintendent with the daily program of each grade as early as possible each term, and such other reports as may be required.

9. It shall be their duty to assist the Superintendent in preparing for and conducting examinations in such ways as he shall direct.

10. It shall be their duty to notify the Superintendent of neglect or inability on the part of teachers or janitors.

11. It shall be their duty to visit the different grades as often as possible to advise, assist and encourage the teachers in their work. They shall endeavor to correct objectionable methods of discipline or instruction, and shall deem it their duty to report such as may be persisted in by any teacher.

12. It shall be their duty to see that each teacher reports for duty, and to report *at once* to the Superintendent any teacher who is absent or tardy.

13. It shall be their duty to be present at 8:20 A. M., and to remain upon the school premises until 2:40 P. M.

14. It shall be their duty to make a monthly report to the Superintendent, according to prescribed forms, of the conditions of their schools.

15. It shall be their duty to keep a roll of their own names and the names of the teachers of the building, where dates and numbers of absences or tardies on the part of either shall be recorded. A full report of the same shall be made in writing to the Superintendent once a month, and the same shall be kept on file in the office.

Duties of Teachers.

The following duties shall be binding upon the teachers of the City Schools:

1. All teachers shall be elected annually and their salaries determined. Re-appointments, or re-elections, shall occur in May, and new teachers, or teachers to fill vacancies, shall be elected at any regular meeting, or special meeting, called for the purpose.

2. Teachers shall, at all times, be subordinate to the Superintendent and the Principal of the building in which they are, in all reasonable requirements.

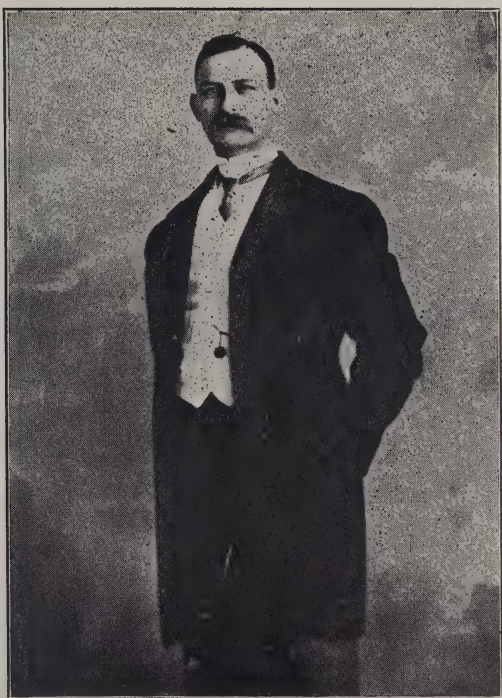
3. No teacher will be allowed to resign in order to accept a position elsewhere without first giving one month's notice, and securing a release from the Board.

4. Teachers shall acquaint themselves with the regulations of the Board and the course of study, and faithfully carry out all instructions given them by the Superintendent or Principal.

5. Teachers shall maintain good order and discipline in their rooms at all times, and co-operate with the Principal in the preservation of good order in and about the building and on the play-ground. A wilful neglect of this requirement, or, when assigned to a post of supervision by the Principal, neglect to discharge the duties of that post, will be deemed sufficient cause for dismissal.

6. Teachers shall be in their rooms not later than ten minutes before the ring of the first bell, and unless so present shall mark themselves tardy and report the same to the Principal. They shall remain on the school premises until 2:40 P. M.

7. No teacher shall permit the distribution of any advertisements, announcements of any entertainments, or presentation of any business enterprise in her room without first having obtained written consent of the Superintendent. No agent shall be allowed to announce any public entertainment, nor is anyone to take up the time of the



T. S. FAUCETTE



THE TEACHERS, 1908-9

school unnecessarily without first obtaining special permission from the Superintendent.

8. Teachers shall *promptly* investigate all cases of absence or tardiness of their pupils. They shall also promptly notify parents or guardians of every case of unexcused absence or tardiness, using the special form, or blank, provided for this purpose.

9. Teachers shall not refuse to grant requests to leave the room during school hours, unless they are reasonably certain that such requests should not be granted.

10. It shall be the duty of every teacher to suppress disorder and to report *at once* to the Superintendent infractions of any rule by any pupil, whether belonging to her room or not.

11. If unable to be in school, teachers shall give the Superintendent notice of such inability at least one hour previous to the opening of school, and in all such cases a minutely prepared statement of the school work for the day, for the use of the supply teacher, shall, if possible, accompany the notice.

12. Teachers shall not admit any pupils to their classes except those regularly promoted, without first reporting the matter to the Superintendent, and receiving his written permission.

13. Teachers shall keep on hand for a reasonable length of time all written work of tests, examinations, etc., of pupils to show for itself in case of complaint.

14. Teachers must acquaint themselves with the regulations and requirements of the schools; negligence in doing so will not be deemed valid excuse for failure to perform the duties required of them.

15. Teachers must follow implicitly the directions of the Superintendent in all matters pertaining to school work. Any failure to do so shall forfeit their tenure of position in the schools.

16. All teachers entering into contract with the Board of Education are understood thereby to obligate themselves to the faithful observance of these rules and regulations.

17. A failure to comply with the rules and regulations adopted by the Board of Education will result in the prompt dismissal of the teacher so offending.

18. Corporal punishment shall be avoided when obedience can be obtained by milder measures, but may be resorted to whenever, after consultation between the Superintendent and the teacher, it shall be thought necessary. When it shall be decided upon, the Superintendent shall inflict the punishment himself, in the presence of the teacher, or direct the teacher to inflict it in his presence. In no case is it to be administered in the presence of the school. The Superintendent may authorize a Principal to act in his stead, but always in compliance with the above conditions. No teacher shall at any time strike a pupil about the head or face.

19. When convenient arrangements can be made therefor, teachers may, for the purpose of observing the mode of discipline and instruction, visit any grade, with the permission of the Superintendent.

20. While teachers are required to maintain order in the school and secure obedience to the necessary rules, they are reminded that passionate and harsh expressions and hasty measures tend only to evil, and the best disciplinarian is the one who can secure order by the gentlest influences.

21. It shall be the duty of teachers to use all reasonable efforts to secure the co-operation of parents in the government of their children at school. This may be best secured by personal visitation and conference, and teachers are expected to make such visits when necessary or advisable.

22. Teachers shall drop the name of a pupil from the roll as soon as there is satisfactory evidence that the pupil has left school; they shall drop the name of a pupil who has been absent without sufficient cause for three consecutive days.

23. Teachers shall prepare with accuracy all reports

and deliver them at the time specified to the persons for whom they are made.

Duties and Privileges of Pupils.

1. Pupils must, on all occasions, be obedient to their teachers and polite in their intercourse with each other.

They must be diligent in study, prompt in recitation, and observe propriety of deportment during sessions and in coming to and going from school.

2. No pupil shall be allowed to be absent from school during the regular daily session to take music, drawing or any other lessons.

3. Any pupil who shall write any profane or indecent language or draw any obscene picture or representation shall be suspended and in aggravated cases expelled. (See ordinances of City of Burlington, page 21, section 84.)

4. No pupil who shall leave the school or be withdrawn therefrom for a supposed grievance of any kind, without first consulting the Superintendent, shall be permitted again to enter school without the consent of the Superintendent.

5. Pupils may be suspended for forging the names of parent or guardian to excuses, requests, monthly reports, etc., or for offering as genuine those signed by unauthorized persons.

6. Any pupil who shall be absent from any regular examination of the school, without permission of his teacher, and shall fail to furnish a satisfactory excuse therefor shall not be permitted to return without the consent of the Board of Education or the Superintendent.

7. Continued wilful disobedience or open defiance of the authority of the teacher constitutes good cause for suspension from school, and habitual profanity and vulgarity good cause for expulsion from school.

8. Pupils shall be liable to suspension if their parents create a disturbance in school, or censure, abuse or insult any teacher before her class, or on the school premises, or

shall persist in writing abusive or insulting letters to any teacher.

9. Pupils are required to be neat, both in dress and in person, otherwise they may be sent home to be properly prepared for school.

10. No pupil known to be afflicted with any contagious or infectious disease or coming from a family where any such disease prevails shall be allowed to enter or continue in school until all rules of the State Board of Health have been complied with. (See Public Laws of 1892, Chapter 214, Section 13.)

11. Pupils who shall be found guilty of cheating, or attempting to cheat, during examinations, shall, for the first offense, be marked *Zero* on that subject and sent to the Office to be severely reprimanded by the Superintendent. Further similar offense shall cause the pupil to be suspended for one month.

12. No pupil whose residence is outside the corporate limits of the city shall be admitted to any of the schools except on payment of tuition.

13. No pupil whose residence is temporary, and only for the purpose of obtaining the benefit of the schools, shall be admitted free; nor shall any pupil be admitted free whose parents or guardians are non-residents.

14. All pupils must be respectful and obedient to all teachers, and shall be under the authority of any and all teachers in school and on the grounds.

15. Every pupil must attend school punctually and regularly; conform to all the regulations and requirements of the school, and obey promptly and respectfully all directions of the teachers.

16. All pupils, whose promotions have not been previously decided upon, must be examined before they can be assigned a place in school.

17. Every pupil must be seated immediately upon entering the room, and remain seated until the second bell rings. All who enter thereafter shall be marked tardy.

18. When any pupil shall have been tardy *four times*,



THE RECEPTION HALL



CLASS OF 1909

or absent *four days*, in any one month, without reasonable excuse rendered in writing, or by the parent or guardian in person, to the teacher, the case shall be reported at once by the teacher to the Superintendent, who shall suspend the pupil, without favor or exception, for the remainder of that school month, and he shall be reinstated only when the parent or guardian has given assurance of greater punctuality, or more regular attendance on the part of the pupil in future.

19. The following shall be regarded as the only reasonable and satisfactory excuses:

(a) Sickness of the pupil, such that he or she is confined to the house;

(b) Sickness of members of the family, such that detention is necessary and imperative:

(c) When services of the pupil are absolutely essential to the parents, provided an excuse for absence or tardiness is rendered, either in writing, or by the parent or guardian in person, upon the return of the pupil. The acceptance of such excuse to be discretionary with the Superintendent.

20. No pupil shall be permitted to leave school at recess or at any other time before the closing of school, except in case of illness, or some other urgent necessity, or by a written request, and then only by permission of the Superintendent or some teacher.

21. Profane and indecent language, and the use of tobacco in any form upon or near the school grounds are *positively forbidden*, and any violation of the same shall render the offender liable to severe discipline, or to suspension from school.

22. All loud talking, shouting and rough, boisterous conduct upon or near the school grounds are positively forbidden. Each pupil must conduct himself in a becoming manner.

23. Pupils who shall mark, scratch, break, cut, deface or injure, in any way, any of the school property, shall pay in full for all damages. Failure to do so within

one week, after notice has been given, shall subject them to suspension, and they shall be re-admitted only by a vote of the Board of Education.

24. No pupil shall be permitted to be, or to remain upon, or near the school grounds after the dismissal of school, but shall go home immediately and not loiter upon the way.

25. When the deportment of a pupil for any one month shall be 75 per cent., or less, that pupil shall be sent by the teacher to the Superintendent, who shall, for the first offense, warn and reprove the pupil, and at the same time shall notify the parents of the pupil of the fact. In the event that the pupil is sent to the Superintendent a second time for the same offense within four months, he shall be immediately suspended from school until satisfactory assurance is given of improvement, or he shall receive corporal punishment—it being discretionary with the Superintendent as to which it shall be—suspension or punishment.

26. For the violation of any well-known principle of right, or of any rule made and adopted by the Faculty, each pupil shall be held to as strict account as though it were one of the rules adopted by the Board of Education.

Scholarships.

On account of the recognized excellency of work done by the Burlington City Schools the following scholarships have been given to graduates of the school, the awarding of the scholarships being left discretionary with the Superintendent:

UNIVERSITY OF NORTH CAROLINA.

TRINITY COLLEGE.

AGRICULTURAL AND MECHANICAL COLLEGE.

STATE NORMAL AND INDUSTRIAL COLLEGE.

WASHINGTON AND LEE UNIVERSITY.

CONVERSE COLLEGE.

SHORTER COLLEGE.

ELIZABETH COLLEGE.

RANDOLPH-MACON WOMAN'S COLLEGE.

ST. MARY'S SCHOOL FOR WOMEN.

MERIDAN (MISS.) FEMALE COLLEGE.

AMERICAN SCHOOL OF CORRESPONDENCE.

It is very gratifying to announce that the Burlington City Schools have met all requirements of the Southern Association of Schools and Colleges and now stands on the "accredited list." The graduates of this school are admitted, without examination, upon presentation of diplomas into any school of the association.

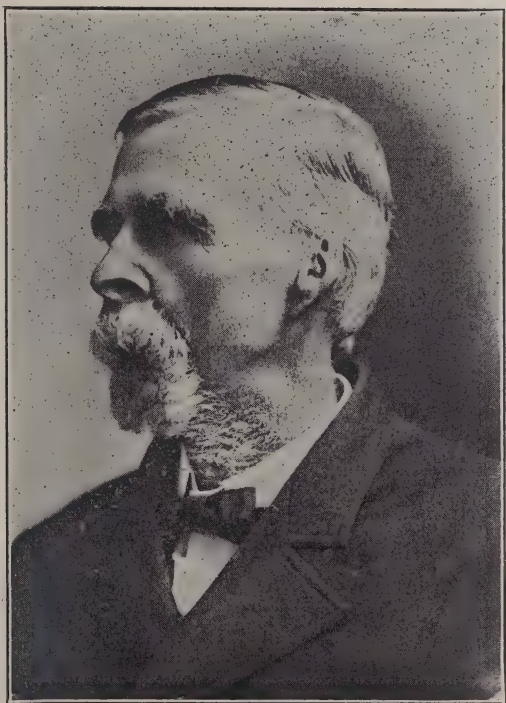
IN MEMORIAM.

JOHN RICH IRELAND.

John Rich Ireland was born in Alamance County, N. C., May 1, 1841, and died in Burlington, N. C., March 15, 1909. He was of Scotch-Irish descent. He was educated at Old Trinity and Graham, N. C. He left school at the age of twenty to enter the Confederate Army. He served under Capt. Thos. Ruffin and continued in service until the close of the war. He was severely wounded in the charge at Gettysburg.

In 1872 he was married to Miss Julia F. Ireland of Frankfort, Ky. In 1886 he removed to Burlington, where he resided until his death. He was a member of the Board of Education, having been appointed in 1901 and reappointed in 1907. His term of office would have expired June 30, 1910.

He ever had the good of the school at heart and proved himself a valuable and efficient official. In his death the school has lost a valued and sympathetic friend and wise counsellor.



J. R. IRELAND



MISS GROVER WHITE

IN MEMORIAM.

MISS MARY A. CLARK.

Miss Mary A. Clark was born in Youngstown, New York, near Niagara Falls, January 18, 1861, and died in Cleveland, Ohio, June 1, 1909.

At the age of sixteen she removed, with her parents, to Cuyahoga Falls, Ohio. At the age of nineteen she was graduated from the Cuyahoga Falls High School, and the next year she commenced teaching—a work in which she was eminently successful. She taught for fourteen years in Cuyahoga Falls and Akron, Ohio, when she found it necessary to rest for a year, spending the time at Pine Bluff, N. C.

In 1903 she was elected a teacher in the Burlington Schools. The next year she taught in Greensboro, N. C., returning the following year to Burlington where she remained until April, 1909, when she was obliged to ask for leave of absence on account of ill health.

Her bright, sunny temper and loving spirit won the hearts of those with whom she was associated, and her faithfulness and unvarying kindness held them fast. In her pupils, she built a monument which will never crumble. In the death of Miss Clark the school has sustained a great loss.

IN MEMORIAM.

MISS GROVER WHITE.

Miss Grover White was born in Bertie County, N. C., Oct. 14, 1886, and died at the home of her parents, May 6, 1909.

Her early education was obtained at Rose Field School and Windsor Academy, Windsor, N. C. She attended Chowan Baptist Female Institute, Murfreesboro, N. C., for three years, but her father's health failed and she was prevented from returning the following year.

The next three years were spent in teaching public schools in Bertie County. In this work she achieved remarkable success. In the fall of 1907 she returned to school and was graduated from Chowan Female Institute in May, 1908.

Shortly after this she was elected to a position in the Burlington City Schools and entered upon her work in September, 1908. She soon proved herself a teacher of ability and had a bright prospect of a successful career, but this was soon to be ended, for she was stricken with a fatal malady and died May 6, 1909.

In her death, the parents have lost a loving daughter, the school a young teacher of promise, and the church and Sunday-school a consistent member and earnest worker.

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